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*Alaska*

**Comprehensive System of Student Assessment**



Alaska Department of Education  
& Early Development

**Benchmark 2**  
**Writing Practice Test**

TEACHER'S USE ONLY	
Fill in <u>all</u> that apply.	
<input type="radio"/> 1	Reading ①   ②   ③   ④   ⑤
<input type="radio"/> 2	
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<input type="radio"/> 6	Writing ①   ②   ③   ④   ⑤
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<input type="radio"/> 8	Mathematics ①   ②   ③   ④   ⑤
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# Writing

## Directions

A student wrote a paragraph about a school game. There are some mistakes that need correcting.

1 After school, we checked out the big game. 2 Playing the team from across town. 3 The game lasted for over three hours, but it was exciting the whole time. 4 We won in the final minute!

### Sample A

Choose the best way to write Sentence 2.

- Ⓐ Our team playing the team from across town.
- Ⓑ Having to play the team from across town.
- Ⓒ Our team was playing the team from across town.
- Ⓓ Best as it is: Playing the team from across town.

### Sample B

Where would this sentence best fit in the paragraph?

*Now we're the best team in the city.*

- Ⓐ after Sentence 1
- Ⓑ after Sentence 2
- Ⓒ after Sentence 3
- Ⓓ after Sentence 4



### Sample C

Choose the word that best completes the sentence.

I \_\_\_\_\_ writing a letter.

- ☐ Ⓐ is
- ☐ Ⓑ are
- ☐ Ⓒ am
- ☐ Ⓓ were

### Sample D

There are four mistakes in this paragraph. Let's correct them together.

In the summer, the days are more longer, so there is time to do things I enjoy. I can ride my bike. And go swimming. I can also plays in the park with my friends.



# Directions

Jill wrote a report for her science class. There are some mistakes that need correcting.



<sup>1</sup> Have you ever wonder what makes a rabbit different from a hare? <sup>2</sup> Although they look alike, hares are usually bigger, have longer ears, and much longer hind legs. <sup>3</sup> Actually, it is more easiest to tell rabbits and hares apart at birth because of three major differences. <sup>4</sup> Rabbits are born blind have no fur and cannot move around. <sup>5</sup> Called kits or kittens, and young hares are called leverets. <sup>6</sup> A Belgian hare is really a rabbit, and a jack rabbit is really a hare.



**1** Where would this sentence best fit in the paragraph?

*Hares are born with their eyes open, have a soft covering of fur, and can move around easily just a few hours after birth.*

- ☐ Ⓐ after Sentence 1
- ☐ Ⓑ after Sentence 2
- ☐ Ⓒ after Sentence 4
- ☐ Ⓓ after Sentence 5

**2** Choose the best way to write Sentence 1.

- ☐ Ⓐ Wondered what makes a rabbit different from a hare?
- ☐ Ⓑ Wondering what makes a rabbit different from a hare, have you?
- ☐ Ⓒ Have you ever wondered what makes a rabbit different from a hare?
- ☐ Ⓓ Best as it is: Have you ever wonder what makes a rabbit different from a hare?



## 3 Choose the best way to write Sentence 3.

- Ⓐ Actually, it is most easy to tell rabbits and hares apart at birth because of three major differences.
- Ⓑ Actually, it is easiest to tell rabbits and hares apart at birth because of three major differences.
- Ⓒ Actually, it is more easy to tell rabbits and hares apart at birth because of three major differences.
- Ⓓ Best as it is: Actually, it is more easiest to tell rabbits and hares apart at birth because of three major differences.

## 4 Choose the best way to write Sentence 4.

- Ⓐ Rabbits are born blind, have no fur and cannot move around.
- Ⓑ Rabbits are born blind, have no fur, and cannot move around.
- Ⓒ Rabbits are born, blind, have no fur and cannot move around.
- Ⓓ Best as it is: Rabbits are born blind have no fur and cannot move around.

## 5 Choose the best way to write Sentence 5.

- Ⓐ Young rabbits are called kits or kittens, and young hares are called leverets.
- Ⓑ When calling young rabbits kits or kittens, and young hares are called leverets.
- Ⓒ Kits or kittens are calling young rabbits, and young hares are called leverets.
- Ⓓ Calling young rabbits, and young hares, kits or kittens and leverets.

## 6 Choose the sentence that does not belong in the paragraph.

- Ⓐ Sentence 1
- Ⓑ Sentence 3
- Ⓒ Sentence 4
- Ⓓ Sentence 6

Now read the second part of Jill's report.

<sup>1</sup> Hares are not as social as rabbits. <sup>2</sup> Hares rest alone in hollows which they make underground. <sup>3</sup> Because rabbits and hares look so similar, they are easily confused. <sup>4</sup> Both rabbits and hares sleeping during the day and look for food at night. <sup>5</sup> In some places they are considered pests. <sup>6</sup> They eat and destroy farm crops.

**7** Choose the best way to write Sentence 4.

- ☐ Ⓐ Both rabbits and hares slept during the day and look for food at night.
- ☐ Ⓑ Both rabbits and hares sleeps during the day and look for food at night.
- ☐ Ⓒ Both rabbits and hares sleep during the day and look for food at night.
- ☐ Ⓓ Best as it is: Both rabbits and hares sleeping during the day and look for food at night.

**8** Where would this sentence best fit in the paragraph?

*Rabbits live in groups in grasslands or open woodlands where they dig connecting tunnels.*

- ☐ Ⓐ after Sentence 1
- ☐ Ⓑ after Sentence 2
- ☐ Ⓒ after Sentence 3
- ☐ Ⓓ after Sentence 4

**9** Choose the sentence that does not belong in the paragraph.

- ☐ Ⓐ Sentence 1
- ☐ Ⓑ Sentence 3
- ☐ Ⓒ Sentence 4
- ☐ Ⓓ Sentence 5

**10** Which of these best combines Sentences 5 and 6?

- ☐ Ⓐ In some places they are considered pests because they eat and destroy farm crops.
- ☐ Ⓑ They are considered pests in some places after they eat and destroy farm crops.
- ☐ Ⓒ They are considered pests in some places however they eat and destroy farm crops.
- ☐ Ⓓ In some places they are considered pests, so they eat and destroy farm crops.

**Go On**



**11** Imagine that you are walking home from school one day and you find a treasure map. On the lines below and on the next pages, write a story about what you have to do to find the hidden treasure, what the treasure turns out to be, and what happens after you find it. You do not have to use all the lines.

☒ For this answer, make sure you use complete sentences and check your work for correct spelling, capitalization, and punctuation.



- ★ Use the Writing Skills Checklist below
- to help you plan your writing
  - to check your writing when you are done

### Writing Skills Checklist

- 1** Have you written a story that is supported with details, has well-developed paragraphs, and has a beginning, a middle, and an end?
- 2** Have you written a story that will make sense to the person who reads it?
- 3** Have you written complete sentences?
- 4** Have you used correct grammar?
- 5** Have you used correct capitalization and punctuation?
- 6** Have you spelled all the words correctly?
- 7** Have you written your story clearly so that anyone can read your writing?

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## WRITING

[illegible]

## WRITING

[illegible]

## Directions

We all know about George Washington, the father of our country, but George Washington Carver may not be as well-known. The following paragraphs tell you a little about this other George Washington.

**12** Choose the best topic sentence for the paragraph.

Although he was born to slave parents in 1861, after the Civil War ended, he taught himself to read. He was accepted into Iowa Agricultural College in 1891. Carver was also interested in art, but “wanting to be of the greatest good to the greatest number of people,” he decided to focus his efforts on science and botany.

- Ⓐ George Washington Carver is probably best known for his research in agriculture.
- Ⓑ It is hard to imagine that products such as ink or shampoo can come from peanuts.
- Ⓒ Thanks to George Washington Carver, many who worked harvesting cotton turned to raising peanuts, which grew more successfully.
- Ⓓ The story of agriculture is told by the people who work in the fields to grow and harvest our food.

**13** Choose the sentence that best completes the paragraph about George Washington Carver.

Eventually, he became head of the Tuskegee Agriculture Department in Alabama. \_\_\_\_\_. From these two common plants he created over 300 products. He developed paper, ink, shaving cream, linoleum, plastics, and bleach from the peanut and the sweet potato.

- Ⓐ At Tuskegee, he worked long hours for very little pay.
- Ⓑ At Tuskegee, he began studying sweet potatoes and peanuts.
- Ⓒ Carver knew what he wanted to study once he got to Tuskegee.
- Ⓓ Carver paid little attention to how difficult his studies were at Tuskegee.



- 14** A student wrote a report on memorization. There are six mistakes in grammar, punctuation, capitalization, and spelling. Draw a line through each mistake and write the correction in the space above it.

Did you know that people have two types of Memory. Short-term memory keeps a fact for just about as long as a person is actively thinks about it. Long-term memory holds onto complicated information for years or longer. Short-term and long-term memory is stored in different physical part of the brain.

With practice, anyone can remember things more easily. One of the easiest ways to remember something is to make the information rhyme. Another way is to make a mental picture of something, seeing it clearly in you're mind.

**15** Choose the sentence that is complete and written correctly.

- Ⓐ Excellent study habits in the long run.
- Ⓑ Always sit up straight, good lighting.
- Ⓒ When sleepy it is difficult, if not impossible.
- Ⓓ Study at the same time each night.

**16** Which of the following best supports the topic sentence?

*It is easy to learn calligraphy, which is the art of beautiful writing.*

- Ⓐ Chinese calligraphy is closely related to Chinese painting. The same kind of brush is used for both art forms.
- Ⓑ Just a few materials are needed to begin making letters. With paper, pen, and ink, and a little time for practice, you can master this art.
- Ⓒ Other recommended supplies include pencils, tape, eraser, water container, and a rag for cleaning pen tips. The serious student might also benefit from the use of a photocopier to enlarge and reduce lettering.
- Ⓓ With the development of the ball point pen and the typewriter, calligraphy declined in popularity. But in 1980 an Englishman, William Morris, attempted to revive the art.



**17** Choose the sentence that is complete and written correctly.

- Ⓐ At a student assembly.
- Ⓑ Being respectful of the other classes.
- Ⓒ Entering and exiting quietly.
- Ⓓ Your class will gain a good reputation.



## WRITING

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☒[illegible]

# WRITING

## SCORING GUIDE

### KEY FOR MULTIPLE-CHOICE ITEMS:

Sample A. **C**

Sample B. **D**

Sample C. **C**

1. **C**

2. **C**

3. **B**

4. **B**

5. **A**

6. **D**

7. **C**

8. **B**

9. **B**

10. **A**

12. **A**

13. **B**

15. **D**

16. **B**

17. **D**

## WRITING

### SCORING GUIDE

#### CONSTRUCTED-RESPONSE QUESTIONS:

##### Sample D

##### Exemplary Response:

In the summer, the days are <sup>longer</sup>~~more longer~~, so there is time to do things I enjoy. I can ride  
<sup>bike and</sup>~~my bike. And~~ go swimming. I can also <sup>play</sup>~~plays~~ in the park with my friends.

##### Score Points: 4 points possible

- 1 point for changing more longer to longer [grammar]
- 1 point for changing bike. to bike [punctuation]
- 1 point for changing And to and [capitalization]
- 1 point for changing plays to play [grammar]



# WRITING

## SCORING GUIDE

### Item 11

Imagine that you are walking home from school one day and you find a treasure map. On the lines below and on the next pages, write a story about what you have to do to find the hidden treasure, what the treasure turns out to be, and what happens after you find it. You do not have to use all the lines.

For this answer, make sure you use complete sentences and check your work for correct spelling, capitalization, and punctuation.

### Rubric

**Score Points:** 6 points possible

#### 6 points

##### ***Ideas and Content***

- ideas are fresh, original, and/or insightful
- ideas are based on the writer's knowledge and/or experience
- details are relevant, telling, and contribute to the whole
- content goes beyond the obvious or predictable
- topic makes a point or tells a story

##### ***Organization***

- sequencing of ideas and details is logical and effective
- introduction is inviting—draws in the reader
- conclusion is satisfying—leaves reader with a sense of resolution
- transitions are thoughtful; clearly show how ideas connect
- organization flows smoothly, seems effortless

##### ***Voice***

- language is highly individual
- reader senses the person behind the words; feels an interaction with the writer
- tone gives the writing flavor, adds interest
- language is appropriate for purpose and audience
- narrative writing seems honest, appealing, heartfelt

- expository or persuasive writing reflects a strong commitment to the topic; anticipates reader's questions, shows why the reader should care or want to know more

##### ***Word Choice***

- words are specific, accurate, striking
- language is natural, not overdone
- verbs are lively
- nouns and modifiers are precise
- clichés and jargon are used sparingly and only for effect

##### ***Sentence Fluency***

- sentence construction makes meaning clear
- sentences are purposeful and build upon each other
- the writing has cadence; the writer has thought about sound as well as meaning
- sentences vary in length and structure
- fragments are used only for style or effect
- dialogue, if used, sounds natural

##### ***Conventions***

- paragraphing reinforces the organizational structure
- grammar and usage are correct (few, if any, errors) and contribute to clarity and style
- punctuation is accurate (few, if any, errors) and guides the reader through the text
- spelling is generally correct, even of more difficult words
- the writer may manipulate conventions for stylistic effect

# WRITING

## SCORING GUIDE

### 5 points

#### ***Ideas and Content***

- ideas are based on the writer's knowledge and/or experience
- details are relevant, telling, and contribute to the whole
- topic makes a point or tells a story
- some ideas are fresh and original

#### ***Organization***

- sequencing of ideas and details is logical and effective
- introduction is inviting—draws in the reader
- conclusion is satisfying—leaves reader with a sense of resolution
- transitions are thoughtful; clearly show how ideas connect
- organization usually flows smoothly

#### ***Voice***

- reader senses the person behind the words
- there are occasional moments that surprise, amuse, or move the reader
- tone gives the writing flavor, adds interest
- language is appropriate for purpose and audience
- narrative writing seems honest, appealing, heartfelt
- expository or persuasive writing reflects a strong commitment to the topic

#### ***Word Choice***

- words are specific and accurate
- lively verbs and picturesque words and phrases are occasionally used
- language is natural, not overdone
- verbs are lively
- nouns and modifiers are precise
- clichés and jargon are used sparingly and only for effect

#### ***Sentence Fluency***

- sentence construction makes meaning clear
- sentences are purposeful and build upon each other
- sentences vary in length and structure
- fragments are used only for style or effect
- dialogue, if used, sounds natural

#### ***Conventions***

- paragraphing reinforces the organizational structure
- grammar and usage are correct (few, if any, errors) and contribute to clarity and style
- punctuation is accurate (few, if any, errors)
- spelling is generally correct, even of more difficult words

# WRITING

## SCORING GUIDE

### 4 points

#### ***Ideas and Content***

- topic and direction are evident, but more information is needed to “fill in the blanks”
- ideas draw on knowledge and/or experience but may not move beyond general observations to specifics
- details are reasonably clear but may not be detailed, personalized, or expanded
- supporting details are present but may not “flesh out” the main point or story line
- original ideas may be blended with ones that are more obvious or predictable

#### ***Organization***

- sequencing is usually logical but may be predictable or distracting
- introduction is recognizable but may not create a strong sense of anticipation
- conclusion is recognizable but may not tie up all loose ends
- transitions often work well but some connections between ideas may be unclear
- pacing is fairly well controlled but there may be some lapses (e.g., moving ahead too quickly or spending too much time on less important details)
- organization mostly supports the main point or story line, with occasional lapses

#### ***Voice***

- writing communicates in an earnest, pleasing manner
- voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language
- writing hides as much of the writer as it reveals

- writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities

#### ***Word Choice***

- words are mostly correct and adequate but may lack flair and color
- familiar words and phrases communicate
- attempts at colorful language are made but some may be overdone
- clichés and jargon may be used occasionally in place of fresh language

#### ***Sentence Fluency***

- sentences are grammatical and hang together
- some variation in sentence length and structure; sentence beginnings are not all alike
- some transitions between sentences are missing or hidden
- parts may be stiff, awkward, choppy, or gangly
- dialogue, if used, sounds stiff at times

#### ***Conventions***

- paragraphing is attempted but some paragraphs run together or begin in the wrong place
- problems with grammar or usage are not serious enough to impede or distort meaning
- terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect
- spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication

# WRITING

## SCORING GUIDE

### 3 points

#### ***Ideas and Content***

- topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic
- ideas may not draw on knowledge and/or experience; may be general observations
- details are reasonably clear but may not be detailed, personalized, or expanded
- supporting details are present but may not “flesh out” the main point or story line or may be irrelevant to it
- original ideas are rare or absent

#### ***Organization***

- sequencing is usually logical but there may be lapses or digressions
- there may be an attempt to write an introduction or conclusion but it may not be clearly recognizable as such; a conclusion, in particular, may be absent
- transitions may be attempted but not work well; connections between ideas may be unclear
- there are frequent lapses in pacing
- there is an attempt at organization but it may depart from supporting the main point or story line

#### ***Voice***

- writing communicates but without much style or interest
- writing hides the writer; the reader has little or no sense of the writer behind the words
- writer shows some awareness of audience and/or purpose but is inconsistent
- writer speaks in a monotone

#### ***Word Choice***

- words are mostly correct and adequate with some lapses
- familiar words and phrases communicate with some lapses
- attempts at colorful language are rare or absent
- clichés and jargon may be used as a crutch

#### ***Sentence Fluency***

- sentences are usually grammatical and hang together with some lapses
- little variation in sentence length and structure; most sentence beginnings are alike
- many transitions between sentences are missing or hidden
- fragments may be present
- dialogue, if used, sounds stiff and unnatural

#### ***Conventions***

- paragraphing is attempted but many paragraphs run together or begin in the wrong place
- problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall
- terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances
- spelling errors may impede or distort meaning in some instances but not overall

# WRITING

## SCORING GUIDE

### 2 points

#### ***Ideas and Content***

- topic and direction are not evident; the writer has not defined the topic in a meaningful, personal way
- information is very limited or unclear
- text may be repetitious or read like a collection of disconnected, random thoughts
- the writer does not distinguish the main ideas or critical points from the supporting details or less critical points

#### ***Organization***

- sequencing needs work
- there is no real lead or introduction to set up what follows
- conclusion is missing or does not wrap things up
- transitions seldom work well, with many connections between ideas unclear
- pacing feels awkward; the writer slows to a crawl when the reader wants to move on, and vice versa
- problems with organization make it hard for the reader to get a grip on the main point or story line

#### ***Voice***

- it is hard to sense the writer behind the words
- the writer does not seem to reach out to an audience or to anticipate the reader's interests or questions
- writing may communicate on a functional level but does not move or involve the reader
- writer does not seem sufficiently at home with the topic to take risks, share personal insights, or make the topic/story personal and real for the reader

#### ***Word Choice***

- language is so vague and general that only the most general message comes through (e.g., It was a fun time. We did lots of neat stuff.)
- persistent redundancy distracts the reader
- words are often used incorrectly, making the message hard to decipher
- clichés and jargon frequently serve as a crutch
- problems with language leave the reader wondering what the writer is trying to say

#### ***Sentence Fluency***

- sentences are choppy, incomplete, rambling, or awkward; there may be many fragments
- phrasing does not sound natural; the reader must sometimes reread to get the meaning
- many sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern
- transitions between sentences are missing or hidden, or endless connectives create a massive jumble of language in which clear beginnings and endings are lost

#### ***Conventions***

- paragraphing is missing, irregular, or so frequent (e.g., every sentence) that it has no relationship to the organizational structure of the text
- errors in grammar or usage are very noticeable and may affect meaning
- punctuation is often missing or incorrect
- spelling errors are frequent, even of common words
- the reader must read once to decode, then again for meaning

# WRITING

## SCORING GUIDE

### 1 point

#### ***Ideas and Content***

- topic and direction are missing
- information is very limited or unclear
- text may be repetitious, or may read like a collection of disconnected, random thoughts

#### ***Organization***

- sequencing is absent
- there is no introduction or conclusion
- transitions are absent
- organization is absent; writing may be a brief list

#### ***Voice***

- the writer seems unaware of an audience or reader; writing seems “painful” to the writer
- writing may not communicate on a functional level
- writer seems uncomfortable with the topic

#### ***Word Choice***

- language is so vague, inaccurate, and/or general that even the most general message does not come through
- words are frequently used incorrectly, making the message hard to decipher
- problems with language leave the reader unable to understand what the writer is trying to say most of the time

#### ***Sentence Fluency***

- sentences are choppy, incomplete, rambling, or awkward; there may be many fragments
- the reader must frequently pause or reread
- sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern

#### ***Conventions***

- paragraphing is missing, irregular, or so frequent that it has no relationship to the organizational structure of the text
- errors in grammar or usage are frequent and impede meaning
- punctuation is often missing or incorrect
- spelling errors are frequent and impede meaning
- the reader may be unable to decode the writing

## WRITING

### SCORING GUIDE

#### Item 14

#### Exemplary Response:

Did you know that people have two types of ~~Memory~~<sup>memory?</sup> Short-term memory keeps a fact for just about as long as a person is actively ~~thinks~~<sup>thinking</sup> about it. Long-term memory holds onto complicated information for years or longer. Short-term and long-term memory ~~is~~<sup>are</sup> stored in different physical ~~part~~<sup>parts</sup> of the brain.

With practice, anyone can remember things more easily. One of the easiest ways to remember something is to make the information rhyme. Another way is to make a mental picture of something, seeing it clearly in ~~you're~~<sup>your</sup> mind.

#### Score Points: 6 points possible

- 1 point for changing Memory to memory [capitalization]
- 1 point for changing memory. to memory? [punctuation]
- 1 point for changing thinks to thinking [grammar]
- 1 point for changing is to are [grammar]
- 1 point for changing part to parts [grammar]
- 1 point for changing you're to your [spelling]

## WRITING

### SCORING GUIDE

#### Item 18

Think about your best friend or someone you would like to have as a best friend. On the lines below, write a paragraph describing him or her. Explain how this person acts, what he or she looks like, what he or she likes to do, and why he or she is your best friend or could be your best friend. You do not have to use all the lines.

For this answer, make sure you use complete sentences and check your work for correct spelling, capitalization, and punctuation.

#### Rubric

**Score Points:** 4 points possible

##### 4 points

- the writer defines and stays on topic
- supporting details are relevant, develop the topic, and provide important information
- ideas and/or details are explicitly connected to the topic
- topic is developed in a logical, organized, sequential way
- words are accurate, specific, and appropriate for the purpose and audience
- colorful or figurative language may be attempted
- there is a variety of sentence structures
- sentences are purposeful, with clear transitions
- sentence structures are correct (few, if any, errors)
- grammar and usage are correct (few, if any, errors)
- punctuation and capitalization are correct (few, if any, errors)
- spelling is generally correct, even on more difficult words (few, if any, errors)

##### 3 points

- writer defines and stays on topic but does not fully develop it
- supporting details are relevant but may be limited, overly general, or less important; main idea may not be clearly delineated from the details
- writer attempts to develop the topic in a logical, organized, sequential way but may falter
- ideas and/or details are connected with the topic implicitly rather than explicitly
- words are mostly accurate, specific, and appropriate for the purpose and audience
- sentence structures are simple but accurate
- there may be an attempt to vary sentence structures
- transitions between some sentences may be missing or unclear
- grammar and usage are mostly correct and errors do not impede meaning
- punctuation and capitalization are mostly correct and errors do not impede meaning
- spelling errors are limited to more difficult words and do not impede meaning



## WRITING

### SCORING GUIDE

#### 2 points

- topic may be defined but not developed, or writing may be a collection of ideas from which no central topic emerges, or topic may be defined, but writer digresses from it
- supporting details are minimal or many are irrelevant
- main idea is not clearly delineated from the details
- writer does not attempt to develop the topic in a logical, organized, sequential way; writing may be a list rather than a developed paragraph
- ideas and/or details are not connected with the topic, even implicitly
- some words are not accurate, specific, or appropriate for the purpose and audience
- sentences may be choppy or repetitive; there may be some sentence fragments
- there is no attempt to vary sentence structures
- transitions between sentences are missing or unclear
- errors in grammar and usage may impede meaning in some instances
- errors in punctuation and capitalization may impede meaning in some instances
- spelling errors in common words may be present and may impede meaning in some instances

#### 1 point

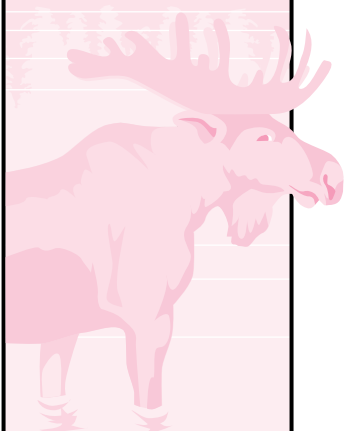
- topic, idea, or story line is not defined
- supporting details are absent or irrelevant
- there is no evidence of organization; writing may be a brief list
- many words are not accurate, specific, or appropriate for the purpose and audience
- sentences are simple, repetitive; there may be many fragments
- errors in grammar and usage may severely impede meaning
- errors in punctuation and capitalization may severely impede meaning
- spelling errors are numerous and may severely impede meaning



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